

Brockington Elementary

304 Kemper Street
Timmonsville, SC 29161

Grades	K-5 Elementary School	
Enrollment	460 Students	
Principal	Dr. Johnelle Sherald	843-346-4953
Superintendent	Chuck Gadsden, Ph.D	843-346-5391
Board Chair	Mr. Levern Edwards	843-346-2975

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	5	42	64	14

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 9 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Average	N/A
2003	Below Average	Unsatisfactory	No
2004	Below Average	Unsatisfactory	Yes
2005	Unsatisfactory	Unsatisfactory	No

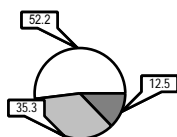
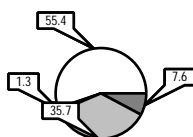
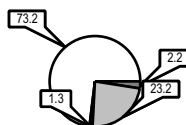
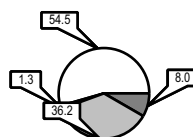
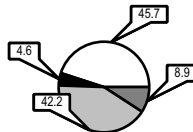
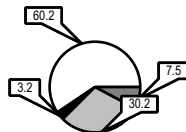
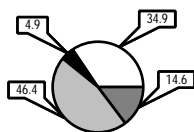
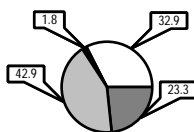
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	232	97.8	50.5	36.2	12.8	0.5	22.0	No	Yes
Gender									
Male	130	97.7	60.0	28.8	10.4	0.8	18.4		
Female	102	98.0	37.6	46.2	16.1	0.0	26.9		
Racial/Ethnic Group									
White	25	96.0	27.3	45.5	27.3	0.0	40.9	I/S	I/S
African American	206	98.1	53.3	34.9	11.3	0.5	20.0	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	191	99.0	43.6	40.9	15.5	0.0	24.9		
Disabled	41	92.7	83.8	13.5	0.0	2.7	8.1	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	232	97.8	50.5	36.2	12.8	0.5	22.0		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	231	97.8	50.7	35.9	12.9	0.5	22.1		
Socio-Economic Status									
Subsidized meals	207	97.6	52.3	34.2	13.0	0.5	21.8	No	Yes
Full-pay meals	25	100.0	36.0	52.0	12.0	0.0	24.0		

Mathematics – State Performance Objective = 36.7%									
All Students	232	98.7	54.1	36.8	7.7	1.4	18.6	No	Yes
Gender									
Male	130	99.2	58.3	31.5	8.7	1.6	17.3		
Female	102	98.0	48.4	44.1	6.5	1.1	20.4		
Racial/Ethnic Group									
White	25	96.0	31.8	36.4	22.7	9.1	50.0	I/S	I/S
African American	206	99.0	56.9	36.5	6.1	0.5	15.2	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	191	100.0	46.4	42.6	9.3	1.6	22.4		
Disabled	41	92.7	91.9	8.1	0.0	0.0	0.0	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	232	98.7	54.1	36.8	7.7	1.4	18.6		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	231	98.7	54.3	36.5	7.8	1.4	18.7		
Socio-Economic Status									
Subsidized meals	207	98.6	54.9	36.4	8.2	0.5	18.5	No	Yes
Full-pay meals	25	100.0	48.0	40.0	4.0	8.0	20.0		

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	232	98.3	72.1	23.7	2.3	1.8	4.1
Gender							
Male	130	98.5	74.6	21.4	1.6	2.4	4.0
Female	102	98.0	68.8	26.9	3.2	1.1	4.3
Racial/Ethnic Group							
White	25	96.0	50.0	40.9	4.5	4.5	9.1
African American	206	98.5	75.0	21.4	2.0	1.5	3.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	191	100.0	67.8	27.9	2.7	1.6	4.4
Disabled	41	90.2	94.4	2.8	0.0	2.8	2.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	232	98.3	72.1	23.7	2.3	1.8	4.1
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	231	98.3	72.5	23.4	2.3	1.8	4.1
Socio-Economic Status							
Subsidized meals	207	98.1	73.7	22.2	2.6	1.5	4.1
Full-pay meals	25	100.0	60.0	36.0	0.0	4.0	4.0

Social Studies							
All Students	232	97.8	53.2	37.2	8.3	1.4	9.6
Gender							
Male	130	97.7	56.0	33.6	8.8	1.6	10.4
Female	102	98.0	49.5	41.9	7.5	1.1	8.6
Racial/Ethnic Group							
White	25	92.0	33.3	42.9	19.0	4.8	23.8
African American	206	98.5	55.6	36.2	7.1	1.0	8.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	191	99.5	47.3	41.8	9.3	1.6	11.0
Disabled	41	90.2	83.3	13.9	2.8	0.0	2.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	232	97.8	53.2	37.2	8.3	1.4	9.6
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	231	97.8	53.5	36.9	8.3	1.4	9.7
Socio-Economic Status							
Subsidized meals	207	97.6	53.4	38.3	6.7	1.6	8.3
Full-pay meals	25	100.0	52.0	28.0	20.0	0.0	20.0

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	80	100.0	23.8	38.8	35.0	2.5	37.5
	4	89	98.9	59.1	34.1	5.7	1.1	6.8
	5	100	99.0	33.0	57.7	9.3	N/A	9.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	70	97.1	35.9	34.4	29.7	0.0	29.7
	4	72	97.2	55.1	36.2	8.7	0.0	8.7
	5	90	98.9	57.8	38.6	3.6	0.0	3.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	80	100.0	35.0	52.5	10.0	2.5	12.5
	4	89	100.0	59.6	33.7	6.7	N/A	6.7
	5	100	99.0	48.5	40.2	6.2	5.2	11.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	70	97.1	35.9	48.4	14.1	1.6	15.6
	4	72	100.0	62.0	28.2	7.0	2.8	9.9
	5	90	98.9	61.4	34.9	3.6	0.0	3.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	70	97.1	53.1	43.8	3.1	0.0	3.1
	4	72	100.0	77.5	18.3	2.8	1.4	4.2
	5	90	97.8	82.9	13.4	1.2	2.4	3.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	70	95.7	23.8	55.6	17.5	3.2	20.6
	4	72	100.0	54.9	38.0	7.0	0.0	7.0
	5	90	97.8	73.5	22.9	2.4	1.2	3.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 460)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	5.1%	Up from 1.8%	3.9%	3.0%
Attendance rate	95.6%	Up from 95.3%	95.9%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.6%	Down from 8.7%	6.2%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	6.6%	Down from 9.0%	5.4%	3.2%
Eligible for gifted and talented	4.9%	Down from 8.7%	4.6%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.8%	Up from 7.8%	7.9%	8.2%
Older than usual for grade	4.1%	Up from 3.2%	1.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.4%	0.0%	0.0%
Teachers (n= 37)				
Teachers with advanced degrees	45.9%	Up from 40.5%	50.0%	52.6%
Continuing contract teachers	62.2%	Down from 67.6%	76.9%	83.3%
Highly qualified teachers	66.7%	Down from 92.0%	92.0%	93.5%
Teachers with emergency or provisional certificates	7.1%	Down from 10.0%	2.9%	0.0%
Teachers returning from previous year	84.3%	N/A	83.0%	87.0%
Teacher attendance rate	94.1%	Up from 94.0%	94.9%	95.0%
Average teacher salary	\$38,053	Up 1.7%	\$40,320	\$41,703
Prof. development days/teacher	20.5 days	Up from 7.0 days	14.2 days	12.8 days
School				
Principal's years at school	1.0	Down from 3.0	4.0	4.0
Student-teacher ratio in core subjects	17.4 to 1	Up from 15.1 to 1	16.5 to 1	18.8 to 1
Prime instructional time	84.9%	Down from 86.0%	88.7%	89.8%
Dollars spent per pupil*	\$5,441	Down 14.6%	\$7,401	\$6,242
Percent of expenditures for teacher salaries*	77.1%	Down from 81.2%	63.5%	65.8%
Opportunities in the arts	Poor	Down from Fair	Good	Good
Parents attending conferences	88.2%	Down from 96.7%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Below Average	Down from Average	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	66.0%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Brockington Elementary is a small Title I school with 518 students in the town of Timmonsville, SC. Our school serves students in grades child development through 5th grade. The racial composition of the school population is 96% African American, 3.7% Caucasian, and 0.3% Hispanic and Asian Pacific. Eighty-nine percent of the students are eligible for free or reduced lunch.

Approximately 85 students are on Academic Assistance Plans, as required by the Accountability Act. Forty-four students are eligible for special education services. All students in grades 3-5 are provided daily math and reading with Success Maker computer-assisted instruction. Students needing additional assistance participate in after-school tutoring, SOAR To Success, or Early Success programs.

Teachers at Brockington Elementary are beginning to implement a Balanced Literacy Model along with the Accelerated Reader program, use of STAR Reading Assessment, and Measures of Academic Progress (MAP). These programs have increased the interest in reading and math for our students. Each student is provided 4-5 books for summer reading at no cost. Brockington Elementary participates in the South Carolina Reading Initiative that provides professional development in the areas of reading and language.

During the 2004 school year, our school met AYP by meeting 15 out of 15 objectives. During the 2003 school year, we met only 7 out of 17 objectives. Sixty percent of our students scored basic and above in ELA in 2003, in 2004 62% scored basic and above. Our goal is to increase each grade level by 20%.

Increasing our parental involvement is one of our major goals. This year we provided activities such as Father/Daughter dance, parent workshop night for parents of primary students, back-to-school celebration, PACT Night, and PTO programs.

Dr. Johnelle L. Sherald, Principal
Ms. Edell Johnson, SIC Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	33	77	68
Percent satisfied with learning environment	66.7%	71.4%	76.1%
Percent satisfied with social and physical environment	83.3%	76.3%	71.6%
Percent satisfied with school-home relations	37.5%	79.2%	62.7%

*Only students at the highest elementary school grade level at this school and their parents were included.